DOCUMENT RESUME

ED 194 802 CE 027 217

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TITLE Implementation Manual for the Parent Education Expansion Project. A Guide for Developing a Community-Based Parent Education Program.
INSTITUTION Merrill-Palmer Inst., Detroit, Mich.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
PUB DATE [Nov 80]
NOTE 74p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education: Community Coordination: *Community Programs: Community Resources: Financial Support: Models: *Parent Education: *Program Development: Program Evaluation: *Program Implementation: Teacher Education
IDENTIFIERS Parent Education Expansion Project

ABSTRACT

Designed for community-based agencies, churches, and educational institutions who operate adult and/or family programs and those who wish to develop parent education projects, this manual describes the content and process of developing a community-based parent education project. It is intended to provide a model for organization and curriculum, so that new programs can improve on the work that has been done. Generalizing from the experiences of the Parent Education Expansion Project, the manual offers two areas of guidance which compose the two major sections. First, the basic concepts and program model underlying a community-based parent education project are discussed. Second, a strategy for implementation of these concepts is outlined. Specific topics include the program (ongoing sessions, special workshops, newsletters), staff, staff training, evaluation, coordinating community resources, and funding. Appendixes, amounting to approximately one-half of the manual, offer specific guidelines for parent educator training, relevant references, and useful needs assessment and evaluation forms. (YLB)

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IMPLEMENTATION MANUAL

for the PARENT EDUCATION EXPANSION PROJECT

a guide for developing a community-based parent education program

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ACKNOWLEDGMENTS

This manual is an outgrowth of the Parent Education Expansion Project (PEEP), sponsored by the Merrill-Palmer Institute. It was funded by the Michigan Department of Education, Adult and Continuing Education Services under Title I-A of the Higher Education Act.

We would like to thank the staff of the Parent-Child Development Center (PCDC), whose wealth of knowledge and experience were freely available (and frequently used) as a resource for PEEP. Acknowledgment is due to the staff of PEEP who created the program and made this manual possible: Dorothy Kispert, Director of PCDC and Program Administrator for PEEP; Walter Fields, Project Coordinator; Sally Kennedy, Administrative Assistant; Mary Cross, Evaluator; Jim Boyce, Evaluation Consultant; Debra Walker, Parent Educator; and Paulette Rosen, Manual Consultant.

A special "Thank You" to the community agencies who affiliated with PEEP, their respective liaison persons and parent participants.

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PURPOSE OF THE MANUAL

This Manual describes the content and process of developing a community-based parent education project. It is intended to provide a model of organization and curriculum, so that new programs can improve on the work that has been done. The Manual is designed for community-based agencies, churches and educational institutions who operate adult and/or family programs and those who wish to develop parent education projects in their community. In order to be truly effective, the program should be modified in order to accommodate the agency or institution and the particular characteristics of the community and its families. Physical setting, cultural background, economic level and religion all need to be considered when designing a community-based program. It should be made clear, however, that the model offered here is designed to be used across the spectrum of socio-economic and cultural communities.

Generalizing from the experiences of the Parent Education Expansion Project (PEEP), the Manual offers two areas of guidance which compose the two major section headings. First, the basic concepts and program model underlying a community-based parent education project are discussed. Second, a strategy for the implementation of these concepts is outlined. The Appendices offer specific guidelines for parent educator training, relevant references and useful needs assessment and evaluation forms.

BASIC CONCEPTS OF COMMUNITY-BASED PARENT EDUCATION

Over the last decade, many urban centers have undergone a number of economic and social upheavals (high unemployment, suburban migration, reduced tax base, increase in divorce). These upheavals have resulted in increased instability of communities. It is a key assumption of a community-based parent education project that the viability of a community (economic, political, social) greatly depends upon the sense of competence of parents to fulfill their roles as parents while continuing to develop as adults. The ability to respond in those roles is considerably affected by community instability and change.

Parenting has always been a difficult and complex task. Parents are the primary educators of their children, as well as the janitors, psychologists, economists, cooks, chauffeurs, doctors, seamstresses, disciplinarians and friends. Parents are also adults with personal growth needs. The economic and social upheavals of these times have added even more pressure to this complicated and value-laden role. A community-based parent education program works to support parents in the adult and parenting roles in two ways: 1) by providing child development information; and 2) by supporting and aiding in adult growth and development. In providing information on child development, the program works toward enhancing the competency of parents through increased understanding of their child's developmental stages. This means including a wider range of child development topics to address parents' needs, from prenatal health to adolescent sexuality. Central to being a competent parent is being a competent adult. Accordingly, this type of parent education program includes group sessions that help support adult growth in areas such as career education and assertiveness training.

Community resources can be a tremendous aid in the variety of problems faced in childrearing and in being an adult. Many agencies such as the Red Cross, public library, local universities, hospitals and social service agencies provide information or useful services for parents. However, parents' use of such resources is often limited by economic strains, lack of social and physical mobility and low levels of education. These limitations can eat away at parents' feelings of competence. In addition to providing child development information and supporting adult growth, this program model emphasizes sharing information about resources and building parents' self-esteem so that they are able to use these resources.

Many parents, regardless of socio-economic status, have become isolated from social networks (agencies, churches, schools, families, etc.) that might have provided information, advice and support. In addition to resource sharing, the program attempts to foster the formation of support systems within the parent education groups.

<u>In summary, the four major goals for the program's participants are</u>:

1. increasing knowledge of child development;
2. attending to adult growth;
3. learning to maximize use of community resources;
4. developing new support systems within the parent groups.

PROGRAM MODEL

In order to understand how these goals are operationalized, it is important to describe three key features of the program model:

1. multi-disciplinary educational experiences for parents;
2. a supportive atmosphere for adult learning;
3. community-based staff.

Feature 1: Multi-Disciplinary Educational Experiences

Parents must be offered a program that addresses their many complex and interrelated needs as parents and as adults. The program model must be flexible enough to offer a multi-element program that addresses multiple, complex and inter-related parenting and adult needs. The content of the program may vary considerably depending on different parent populations and their needs. However, content must always encompass significant, multiple areas of parenting and adult problems simultaneously. Although two general areas of educational experiences are stressed, (child development and adult development) the program must remain flexible to accommodate parents' varying and ever-changing needs. This means including such related concerns as consumerism budgeting, school systems, first aid, etc. The content of this model of parent education differs from traditional parent educational programs in that it is multi-disciplinary.

Feature 2: A Supportive Atmosphere for Adult Learning

Parents already possess a wealth of experiences, knowledge and skills to share. Parent participation and involvement is a core feature to this type of parent education program. In order to facilitate participation, the staff works toward creating a supportive, non-threatening atmosphere for learning. Both the staff conducting the group and the parent participants bring valuable information and experience to the group session. In this way, learning becomes a two-way process involving all the participants and the group leader in an on-going, open exchange. The group sessions are usually conducted as discussions rather than in the traditional lecture style. Using a variety of techniques (see The Approach and Appendix A), parents are encouraged to support one another.

By creating an atmosphere where parents feel that their contributions are valuable, parental self-esteem and participation in the sessions may be enhanced.

Feature 3: Community-Based Staff

The parent education groups are facilitated by at least one paraprofessional educator, usually working with a professional from a relevant field (i.e., child development, family life education, etc.). The parent educator is not necessarily from the same community as the parents. However, the paraprofessionals are selected on the basis of the similarity of their background and cultural experience with that of the program's parents. They may not have professional training in child development or education, but they are expected to demonstrate certain skills in working with adults and children in a helping capacity (i.e., being able to initiate conversation, being a good listener, focusing on the strengths of others, etc.). Paraprofessionals are a crucial link between parents and professionals.

There are important advantages to using paraprofessionals in a parent education program. Paraprofessionals are realistic models with whom the parents can identify. This maximizes the possibility of an active reciprocal educator-parent relationship. Such a relationship is built on shared experiences, acceptance and trust. Paraprofessionals are in a position to more readily understand and emphathize with parents' point of view. They can, therefore, restate information in a more comprehensive, useful and meaningful way. They are the translators. They also clarify parents' questions and needs so that the curriculum can be modified and can continue to be relevant to their needs. Finally, parents are able to learn new ways of interacting with their children and in the community through observing and identifying with the paraprofessional parent educator.

THE PROGRAM

Overview

There are two program implementation models. The first is for larger institutions or agencies who wish to implement and coordinate a parent education program at various community sites. This model utilizes a core staff, working out of a central location (university, school, community agency), who coordinate programming at the community sites. The relationship between the core staff and community site is facilitated with the aid of a liaison person from the community agency. The parent educators, who facilitate the parent groups, may be the core staff or other members of the community at large with special expertise to offer. The number and frequency of sessions is determined by the core staff, liaison person and the needs of the parents. The content of the ongoing sessions and special workshops evolves from evaluation of parent needs by the parent educators and site liaison person, along with input from the parent participants.

The second model for implementation is appropriate for community-based agencies, churches, or schools who wish to conduct a parent education program at their own site. It is recommended that one person at the agency be responsible for coordinating the program. This same person, someone else affiliated with the site, or an outside resource person may fulfill the position of parent educator.

Both models of implementation have similar advance planning needs and may decide to conduct ongoing sessions only or special workshops. The smaller, community-based organization may use outside resources for staff training rather than in-service training. However, the basic approach and content of this model for community-based parent education remains the same for both types of implementation.

Planning in Advance

The work of the program's staff begins long before parents enroll in the courses and workshops. First, a timetable must be designed to include all tasks to be accomplished before the parent program begins. The following aspects need to be considered:

1. Identify community sites and establish initial agreement for program. In selection, consider what kind of involvement the site already has with the community. A parent education program is likely to be more effective if there are previously established inroads to the community. The initial contact may occur as much as a year in advance.

2. Obtain a written letter of agreement from each site that clearly states what the site will provide and what the core staff is expected to provide.

3. Identify the liaison person at each site. It is especially helpful if the liaison person is bilingual if and when appropriate.

4. Plan regularly scheduled meetings with the community liaison person from each site in order to coordinate activities. Work through plans with site liaison for:

   a. space for classes and child care;

   b. staffing for child care (can be done by either site or core staff, depending on persons available);

   c. transportation to site for parents, if possible;

   d. refreshments for each meeting.

5. Parent recruitment begins when the sites are well organized and ready to receive inquiries about the program. It is the community agencies' responsibility to recruit parents. However, as recruiting can be a time consuming and difficult task, it is to everyone's advantage if the core staff can provide some help. Among the avenues for recruiting parents are: local newspapers; T.V. and radio public service announcements; well organized, printed (not photo-copied) flyers and posters; door to door soliciting; and, perhaps the best source, contacting established agencies in the community who have extensive contact in the community (churches, Department of Social Services, Alcoholics Anonymous, drug rehab centers,

Head Start, YWCA-WMCA, PTA's, Public Library, Urban League, local businesses, health clinics, etc.). Through whatever means the parents are contacted, it is important to be clear about the program's goals. Make clear the fact that while new information will be presented, parents will have the opportunity to share their knowledge and experiences about parenting. Stress that the program is a continuing one so that if parents miss any sessions (even the first) they will still feel encouraged to come. This approach is "involving" rather than "intimidating."

About ten percent (10%) of the parents personally contacted will participate. This will vary according to the site's relationship with the community. When the parents do attend the courses or workshops, it will be helpful to obtain a list of names, addresses and telephone numbers for future contact and follow up activities. In order to maintain staff morale during this sometimes trying period, it is important to set realistic expectations of parent participation and continue follow up and recruitment procedures enthusiastically. At a conference in Grand Rapids, Parent Education: Challenge for the 80's (held in March, 1980, sponsored by The Institute for the Study of Children and Families, Eastern Michigan Univeristy), it was discovered that in parent groups throughout the state, the number of parents who attend regularly averaged about six (6) to eight (8) people per group.

Ongoing Sessions and Special Workshops

The core staff provides leadership and expertise for the parent groups and, when necessary, brings in a resource person. Both ongoing sessions and special workshops are offered by the core staff. Ongoing sessions are distinguished from special workshops by the number of sessions they entail (at least 2) and by the fact that they are held at an already designated community site. Special workshops usually come about by requests from community agencies or institutions who have heard about the program. In the case of a church, school or small agency as a sponsor, special workshops may be requested directly by the people of that community.

Ongoing Sessions

The content of ongoing sessions is determined by the core staff using an initial needs assessment form (See Appendix), and discussion with the parents. This can be done in the first session.

Some parents may not read well (and not want to say so) so it important to read any forms out loud. This initial invitation to participate is especially important in getting parents involved in the group. When parents and staff agree on the topic(s), the number and frequency of the sessions should be decided. The particular arrangements for courses will probably vary at each site depending on the parents' needs and scheduling for the facility. Whatever the arrangements, definite starting and ending dates should be announced.

Sessions are continuous, with a periodic change of content that can be publicized so that new parents can join the group. A telephone call to parents before each session helps to ensure greater participation. Encouraging parents to bring a friend to the next meeting involves them in the continuous recruitment process.

As the program is generally concerned with parenting problems, issues and skills, a wide range of interests may be expressed by parents, including: child development; making toys; negotiating the school system; prenatal development; health care; self-esteem; budgeting; assertiveness training; safety in the home; poison control; consumerism, etc.

An effective parent education program constantly strives to balance organization and flexibility in the curriculum. Parents' needs as initially recorded and immediate needs at each session must be considered. However, a planned curriculum is necessary to provide structure for the group. These five guidelines will be useful in planning courses or workshops and also in organizing the curriculum once it has been used:

A. Clarify general goals of the course or workshop - what purpose(s) does this course serve for the parent?

B. Define the topic(s) for discussion at each session.

C. Specify the objectives of each session - what is to be learned that will lead to the goal(s) of the course?

D. List activities or techniques to be used in reaching the objectives.

E. Provide references (books, films, pamphlets) that other instructors or interested parents might pursue.

The style of ending each course is as important as setting the tone at the beginning. Diplomas or certificates noting the accomplishments of the parent contribute to an overall feeling of high self-esteem. Including parents in the planning of the next course to be presented is another way of fostering continued involvement.

2. Special Workshops

Special Workshops are usually designed to cover one specific area of interest. Workshops may be a single session or multiple sessions where a subject is presented in depth. If the same core staff is to provide the courses and the workshops, it is important to limit the number of sessions or workshops per week. This will allow time for preparation, training, staff meetings, etc.

The same general approach to participatory parent education is used in the workshops as in the courses, including a certificate of completion. However, the initial needs assessment may not be as elaborate since the agency presumably requests the workshop according to community needs. Although the topic may be established, it is important to maintain a certain degree of flexibility within the plan. A discussion of infant care may lead to a discussion about birth control.

The scheduling of workshops and courses is a detail that must not be overlooked. If possible, schedule the sessions at a time when parents are already at the site because of activities for their children. (For example, if the site is a church, children may have choir practice in the later afternoon. This would be a good time to schedule a session and involve parents who already need to be at the church.) Taking into consideration both the employed and unemployed parent, evening and daytime sessions may be necessary. It is important to have firm arrangements for child care if this has been presented to parents as available during the ongoing sessions or workshops. As a rule of thumb, avoid scheduling sessions on Monday morning and Friday afternoon as these times do not seem conducive for participation for most families.

<u>Developing the Supportive Atmosphere</u>

The manner in which this program is conducted is its key to being a successful parent education project. The primary importance of creating a supportive atmosphere for adult learning is evident in the program

goals, the style of conducting the groups, and in concern for organizational details. As stated earlier, the goals of the program are for the parents:

1. increasing knowledge of child development;
2. enhancing adult growth and development;
3. learning to maximize the use of community resources;
4. developing new support systems within the parent group.

These goals are specific enough to provide a direction for the curriculum, yet broad enough to encompass a variety of parent needs.

This model of community-based parent education adheres to the concept that learning is a two-way process involving all participants and the leader in an open exchange of ideas and information. It should be made clear that it is the group leader's responsibility to come prepared with specific knowledge and information to share. Using that information as a focal point, both the group leader and the parents share their wide range of related personal experiences and knowledge. Sessions allow for ample discussion time, rather than traditional lectures. Parents are encouraged to share their skills and knowledge about parenting with one another. This process fosters instant feedback, mutual sharing of family values and can enhance self-esteem. Although it is clearly not intended to be a therapy group, some group dynamic techniques are used as warm-up exercises (See Appendix) in an effort to create an initial relaxed feeling. Simply arranging the chairs in the room into a circle aids in de-emphasizing a classroom feeling. However, group discussions are sometimes not the best way of transferring information when the group has had no previous experience with the topic. In this case, a film or speaker may be used to introduce the subject matter and lead to discussion. Among the techniques that can be used in teaching and in developing a supportive atmosphere are: role play, repetition, positive reinforcement, demonstration and modeling. These techniques must vary according to the needs and abilities of the group. For instance, teenage parents may be more reluctant to share their thoughts in a group setting. In this case, it would be helpful to raise questions and give information on a one-to-one basis. From the start, when parents participate in deciding on the topic(s), to the finish, when parents are awarded a certificate of accomplishment, techniques are used that foster support and trust. Significant learning is built on that support and trust.

Finally, many of the program details described earlier contribute to developing a supportive atmosphere. These include: arranging for

child care; scheduling sessions conveniently; providing transportation; serving refreshments; and, most important, the use of paraprofessionals. Making the effort to make the program more easily available to parents lets them know that their point of view and lifestyle is considered. They are, after all, the most crucial aspect of the program!

Newsletter

A quarterly newsletter is an important way of keeping contact with the parents who have attended ongoing sessions and workshops. It is another avenue for conveying information and may also provide a place for parents to communicate their information to one another. Include news, health tips, recipes, child care information, activities and anything else you think might be of interest to the parents. The newsletter can be mailed to parents' homes or distributed at the sessions.

THE STAFF

The staff of a community-based parent education project may work out of a central location (local university, school, social service or community agency) or may be affiliated with a center-based parent education project. In either case, the staff does not have to be large, but the positions should be clearly defined to facilitate effective programming. It is important to make certain that the core staff has a telephone, access to duplicating equipment, funds provided for mailing and transportation to the sites. Just as details must be attended to for the benefit of the parents, attention to details for the staff provides support for an effective program. The staff positions described below are sufficient to handle four, 2-hour sessions per week, which may be divided among ongoing sessions and workshops. This allows time for staff meetings, training sessions and preparation time.

Project Coordinator

The Project Coordinator is expected to:

make initial site contracts and maintain the relationship through the liaison person at each site;

organize the schedule for courses and workshops;

develop curriculum;

conduct parent groups when necessary;

coordinate use of community resources and consultants;

conduct Parent Educator training (see Appendix for Training Manual)

Coordinate newsletter publication.

Qualifications:

must have at least a Bachelor's Degree and a demonstrated ability to handle responsibility and carry out assignments;

must have demonstrated ability to research and gather information from the community and the skills to incorporate that into a developing curriculum;

must have demonstrated ability to work in the community;

must have experience working with adults and good communication skills;

must have knowledge of child development;

must have demonstrated clear writing skills.

Parent Educator

The Parent Educator works full time with the Project Coordinator in developing an adult education program focused toward increasing parent skills. The central importance of the Parent Educator as a paraprofessional is discussed in the Program Model Section (pages 3-4). The number of Parent Educators will vary according to the number of sites served. The Parent Educator is expected to:

participate in group discussion by sharing with parents their knowledge of child development principles and help parents to improve their child's growth and development;

be available to supervise children in a temporary care environment;

help plan and participate in workshops for special community groups.

Qualifications:

must have some experience in working with children and parents and/or background in child development;

must be able to relate to people from various ethnic and economic backgrounds;

must have basic reading and writing skills;

must be in good health and able to participate fully in the program;

Being a parent is not essential, but it is a definite advantage for building rapport with parents.

Administrative Staff

The Administrative Assistant works part-time in assisting all the staff members in the following tasks:

record keeping;
correspondence;
assisting in newsletter publication;
typing.

Evaluation Specialist

The Evaluation Specialist is a person skilled in organizing information and formulating questions. Unless the program needs a large evaluation component for funding purposes, this person works part time to provide feedback on the program's functioning through:

developing the needs assessment format;
coordinating periodic evaluation (does the program meet parents' needs?);

developing evaluation forms.

Consultants

Moneys should be set aside in the budget to allow for resource people to be brought in as needed. Consultants may serve a variety of needs. They may, for example, assist in conducting ongoing sessions on a specific topic (i.e. legal information or money management).

Satellite Staff

Each affiliated community site where an ongoing course is held, is responsible for providing a staff liaison person who works closely with the core staff and the parenting group. The liaison person should be appointed by the community agency. All of the coordination of activities involving the community agency is done through the liaison person. The liaison person

is expected to:

coordinate space for parenting sessions and child care;

provide refreshments for sessions;

arrange for transportation to sites for parents;

recruit parents;

provide some evaluative feedback on the sessions;

translate sessions or written material, if parents are bilingual.

STAFF TRAINING

As a result of the integral use of paraprofessionals, there may be a need to conduct continuing staff development training throughout the life of the program. The parent educators may begin with essentially the same background as the parents and little or no formal training. The implementation of this training will vary according to the sponsoring agency's resources. However, the emphasis should be on a similar approach and format to that of the parent groups. The smaller, community-based organization conducting a parent education program at their agency will probably have a small staff of parent educators. For this reason, community resources for staff training, such as the American Red Cross and Michigan State Cooperative Extension Service, will be helpful (see Appendix B for a list of resources). The parent educators may participate in another program's ongoing training program and/or work in a relevant, supervised setting (e.g., child care centers), where trained persons serve as models. There is a wide-spread need for more effective paraprofessional training that is not met in most communities. Other programs with similar training needs, may want to consider developing a program to train paraprofessionals.

Another especially valuable training opportunity for all staff of any size program is participation in relevant conferences. The opportunity to meet other professionals and learn about programs in other communities is often helpful in increasing staff persons' knowledge and skills.

A larger agency that is coordinating community-based parent education programs at various sites may conduct it's own in-service staff training. Following is an outline of the information and skills that are crucial for a parent educator to know. This outline for training is expanded in Appendix A.

TRAINING GUIDELINES FOR PARENT EDUCATORS

I. HISTORY OF THE PROGRAM

II. OVERVIEW OF THE STAFF

III. RESPONSIBILITIES OF THE PARENT EDUCATOR

- A. Facilitating the Group
  - 1. Group Atmosphere
  - 2. The Strengths of Parents
  - 3. The Discussion
  - 4. Discussion Focus
  - 5. Bridging Topics
  - 6. Self-disclosure
  - 7. Value Exchange
  - 8. Being Viewed as the "Expert"
  - 9. Enthusiasm
- B. Presenting Information
  - 1. Preparation
  - 2. Techniques
  - 3. Using Notes
  - 4. Introduce the Session
  - 5. Summarize the Session
  - 6. Homework
- C. Using Community Resources
  - 1. Resource Materials File
  - 2. Community Resource List
  - 3. Resource Persons
  - 4. Finding Resources
- D. Record Keeping

PROFESSIONALS AND PARAPROFESSIONALS

There is sometimes difficulty in getting professionals and paraprofessionals to work together as a cohesive group. The Training Manual (Appendix A) addresses this issue from the point of view of what the paraprofessional needs to know. However, many professionals (i.e., with higher education and credentials) need to learn to listen to and respect the paraprofessional's unique skills and knowledge. Professionals have, for the most part, been trained to look for the deficits of their clients and of paraprofessionals. Professionals must learn to identify and build on already existing strengths, especially in a community-based parent education program that utilizes paraprofessionals.

Many paraprofessionals have been "trained" by society not to value their skills and knowledge. Training of the paraprofessional staff can enhance the professional's view of the paraprofessional. Training can also enhance the paraprofessional's own view of her/him-self.

One essential aspect in facilitating an effective partnership between paraprofessionals and professionals is a willingness on the part of every staff member to recognize and respect the differences that each person brings to the program. Another essential aspect is recognizing that each staff member brings his/her own strengths and weaknesses to the program. The vast range of values and orientations between professionals and paraprofessionals needs to be understood and appreciated. Learning to work together in this fashion takes time and honesty. There are three (3) ways to encourage this partnership:

1) set aside time, and structure that time for the staff to share the personal experiences and history that contributed to the forming of their values and assumptions;
2) set aside time, and structure that time for dealing with particular problems that arise in working together;
3) arrange a project or task on which professionals and paraprofessionals must work closely together toward a common goal.

It is not an easy process to bridge the gap between professional paraprofessionals. It may take a year of working together and ting down around a table talking together before a comfortable mutual ject develops. The tension may not, however, be completely eliminated, e are always societal reminders of credentialed vs. non-credentialed s: It may also be helpful to examine the supervisor-supervisee

relationship and see how this lines up according to professional-paraprofessional. Some tension may remain because of the nature of the supervisor-supervisee differences.

Although it takes time for people to learn to work together, everyone benefits from the effort. Attention to the potential difficulties in staff relations before they arise contributes to a more effective program for the parents.

EVALUATION

Evaluation can best be viewed as an ongoing process that is valuable for program development. It can provide feedback on both the relevance of the program content and on the effectiveness of the program's functioning. It is easy to get so involved in daily problems and issues that program evaluation is forgotten. However, planning structured time for communication about the program among staff and between staff and parents is a most useful form of evaluation and easily incorporated into the program.

The parent educator, who has the most extensive contact with parents, is in an ideal position for observing changes and gathering information. With the support of the project director, periodic evaluations of parent's attitudes and behaviors can become a part of the parent educator's role. Evaluation begins with ascertaining the skills and information parents already possess. An initial needs assessment form (see Appendix) and accompanying discussion can be used.

The parent educator may also be trained to observe parents without withdrawing from the group's activity. Through this process, called participant observation, parent educators can note changes (or lack of changes) in parents' group participation and types of responses. By engaging parents in conversation, parent educators can informally keep abreast of parents' use of the information and skills presented in the groups. At some sites, parent educators may even have the opportunity to directly observe parent and child interaction. A checklist of behaviors and comments might be devised to facilitate observation, including items relevant to the sessions such as:

- mentions use of community resources
- discusses attempts at new methods of disciplining children
- shares insights about self
- indicates friendships forming with members of the group
- demonstrates use of information given in groups

Determining if and how a parent has grown is very difficult. Often talk about one's behavior is substituted for the actual behavior. It is important to note separately what parents talk about and how they act. A parent may talk about good nutrition habits for her child while her son stands nearby munching on a candy bar. However, for some parents, talking about nutrition may be the prelude to action and an indication that she is beginning to incorporate the new information.

It may also be useful to keep a log of interactions, observations and comments by the parents of each group. In this way, the parent educator not only continually assesses program effectiveness, but gains a clearer sense of the parents' skills, information and needs. Structuring time for discussion among the parent educators and the project coordinator will also serve to confirm and clarify the parent educator's observations. The parent educator may then be better able to direct the sessions according to this clearer sense of parent's needs. Although a more extensive and systematic evaluation may be needed to satify funding requirements, this type of ongoing evaluation incorporated into the program remains worthwhile for program monitoring and development.

COORDINATING COMMUNITY RESOURCES

Central to the concept and functioning of a community-based program is the utilization of community resources. It is one of PEEP's basic assumptions that the community already offers services that can be of great value and support to the parent. However, economic strains, lack of skill in obtaining information make it difficult for low income parents to manipulate or utilize the resources available to them. (The impact of mounting inflation and unemployment may soon begin to have similar effects on the family life and mobility of middle-class parents as well.) These limitations often erode parents' feelings of self-esteem as adult decision makers and as competent parents. It is essential for the program to (1) enhance parents' roles as parents and as adults and (2) to support them in maximizing their use of community resources and provide information about community resources.

The major thrust of this program regarding community resources has to do with identifying and utilizing those resources that are applicable to parent education and support. This model of community-based

parent education includes acting as a facilitator for coordinating parents and needed community resources. This may entail finding speakers or services to offer directly to parent groups or introducing agencies with reciprocal needs to one another. The task is to work toward implementing a network of agencies that are interested in sharing their resources, materials, and/or staff persons in an effort to provide services and information to parents. A series of monthly brown bag luncheon meetings that rotate among various agencies may provide a forum for becoming acquainted with other agencies and their resources. A newsletter circulated throughout agencies concerned with parent education may also be a useful way to share events, ideas, and resources.

This coordination of community resources is an effort to identify and provide the services and information that parents need.

FUNDING

For some groups, funds for a parent education program have been allocated by their organization or agency. However, other interested groups may have to secure their own funding. This section offers some very basic guidelines for writing grant proposals. These guidelines may be applied to large or small scale funding sources, e.g., the Federal Government or local businesses.

There are four (4) general guidelines to heed:

1) Write the proposal for specific monies from a particular source. This means researching funding sources and finding out what kinds of projects they fund and how much money is available. The competition is too keen for a general proposal. The bibliography of funding sources on the following pages will help. Consider that some sources fund only people, others buildings, others only materials.

2) It is usually appropriate to write a mini-proposal or letter of intent to see if the grantor is at all interested in your project. With a tactful letter of intent, many local businesses may donate needed supplies.

3) When writing, have a detailed, explicit outline to carry out. Proposal writing is not easy. It is a long, difficult and solitary task. It will probably need to be edited at least 2 or 3 times. And, it may take as long as a year from the time you conceive of the idea until you get funded.

4) Grantors often feel that the budget reflects the agency's grasp of the problem as well as their programmatic abilities. They will pay special attention to the budget and so should you.

There are six questions to keep in mind when writing a proposal that will help to make your intent clear:

1) Who is the prospective sponsor or grantor?
As discussed earlier, it is crucial to research the sponsor. Many foundations offer written proposal guidelines and/or actual assistance in grant writing. Don't be afraid to ask for this assistance. As well, the State or Federal Government or local University may offer workshops in grant writing.

2) What is the need the proposal seeks to address?
Present a well-reasoned and documented case which describes the need to which you are responding and why action should be taken.

3) What do you propose to do?
Describe the plan of action and how this addresses the need. Describe how the project will be staffed, the time schedule, and expected outcomes.

4) Why is your agency the one to conduct this project?
Describe your agency, church or organization's qualifications and experience with this type of problem and target population. Present letters of support from individuals and groups who know your agency and the problem you plan to address.

5) How will the project be evaluated?
Describe how you will demonstrate to your agency and the grantor that, upon completion of the project, you have done what you said you would do.

6) What is the project budget?
The project budget should show exactly how monies will be spent. Indicate how much of the budget will be contributed by your agency, other groups, and by the grantor. Describe how the project will be supported after the grantor's funds terminate.

As stressed in both of the preceding lists, knowledge of the grantor's criteria for funding is invaluable in proposal writing. In a survey of foundations and government agencies, Ted Townsend pinpointed five criteria which these grantors considered most important in grant decisions for community based projects: project purpose; feasibility; community need for the project; applicant accountability and competence (from "Criteria Grantors Use in Assessing Proposals," Foundation News, March/April 1974. pp. 33-38). This may lend some insight into what the grantor is looking for -

Project Purpose

Specify carefully the community issue being considered and show how the purpose of the project is designed to address that issue, being sure that the proposal meets the grantor's goals and interest.

Feasibility

Having enough manpower, money and materials to do the job is important. However, assurance that such resources can be recruited upon approval of the proposal is often acceptable.

Community Need

The need should be fully and concisely expressed through the facts, rather than by emotional description. Well expressed facts can carry their own emotional urgency.

Accountability

Responsible accounting, particularly of funds, but also of purpose and results, should be included in the project design. However, methods for accountability should not become burdensome.

Competence

The competence of the applicant group is considered, and best described as "betting on good people."

These guidelines, along with the bibliography of funding sources will provide the basic information needed to begin writing for a grant. The following books and magazines are the basic non-commercial sources for government or foundation funding information. They are usually available at major libraries.

"1980 Catalog of Federal Domestic Assistance." This catalog is updated periodically and is the single, authoritative compendium on federal programs, services and activities which provide assistance or benefits. Each program in the catalog is described in terms of the specific assistance provided, the purpose for which it is available, who can apply and how to apply. The basic edition is published in the spring and updated in the fall by the Office of Management and Budget for the Executive Office of the President. A one-year subscription can be obtained by prepayment of $20.00 to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

"Foundation Director, Edition 7 (1979)." This directory is published by the Foundation Center and contains more than 2,000 foundations which either have assets of $1,000,000 or more or make grants of $100,000 or more annually. The foundations are indexed by name, personnel, location and field of interest. This directory and the four semi-annual supplements are available for $35.00 prepaid from Columbia University Press, 136 Broadway, Irvington, N.Y. 10533.

"Foundation Grants Index: 1979." This index, published by the Foundation Center, describes more than 14,000 grants of $5,000 or more that were made by 340 large American philanthropic foundations. It is available for $21.00 prepaid from Columbia University Press, 136 Broadway, Irvington, N.Y. 10533.

"Michigan Foundation Directory, Edition II, 1978." This directory is prepared jointly by the Council of Michigan Foundations and the Michigan League for Human Services. It lists most of the state's 831 foundations and includes profiles on the 291 largest, which account for over 90% of the state's funding capacity. The foundations included make annual grants from $5,000 to over $1 million. It can be purchased prepaid for $7.50 plus $1 postage from the Michigan League for Human Services, 200 Mill St., Lansing, Michigan, 48933.

"Foundation News." A bi-monthly journal on philanthropy that provides information on the activities of foundations. Available for $20 a year from the Council on Foundations, P.O. Box 783, Old Chelsea Station, N.Y. 10011.

"Grantsmanship Center News." A bi-monthly newsletter that provides information on public and private funding sources and how to develop proposals. It also includes information on current legislation. Available for $15.00 a year from Grantsmanship Center, 1015 Olympic Blvd., Los Angeles, California 90015.

A P P E N D I C E S

A. Training Guidelines

B. Resource List

C. Needs Assessment

D. Evaluation Forms

E. Bibliography

F. Lesson Plan and Educator's Evaluation

G. Peep Newsletters
Exhibit G ...Examples of Flyers

H. Attendance Sheet

TRAINING GUIDELINES FOR PARENT EDUCATORS

I. HISTORY OF THE PROGRAM

II. OVERVIEW OF THE STAFF

III. RESPONSIBILITIES OF THE PARENT EDUCATOR

- A. Facilitating the Group
  1. Group Atmosphere
  2. The Strengths of Parents
  3. The Discussion
  4. Discussion Focus
  5. Bridging Topics
  6. Self-disclosure
  7. Value Exchange
  8. Being Viewed as the "Expert"
  9. Enthusiasm
- B. Presenting Information
  1. Preparation
  2. Techniques
  3. Using Notes
  4. Introduce the Session
  5. Summarize the Session
  6. Homework
- C. Using Community Resources
  1. Resource Materials File
  2. Community Resource List
  3. Resource Persons
  4. Finding Resources
- D. Record Keeping

TRAINING GUIDELINES FOR PARENT EDUCATORS

The following is an outline of the information and skills that a parent educator should know and practice in order to be effective as a learning facilitator. These flexible guidelines are presented for those agencies who wish to conduct their own parent educator training program. The guidelines may also be helpful in evaluating the usefulness of training programs in other agencies.

I. History of the Program. The parent educators should have an understanding of the reasons the program came about. This will help clarify the basic philosophy of the program as well as the long term goals and spefic objectives.

II. Overview of the Staff. Parent educators need to know what they are responsible for and what the responsibilities are of others in the program. This will enhance the feeling of being "on a team" and reduce time wasted in looking for resources that may already be available through the program staff.

III. The Responsibilities of the Parent Educator. Presented in Sections A and B are the two major responsibilities.

A. Facilitating the Group: (The asterisked (*) items are considered most important)

1. Group Atmosphere - it is important that a comfortable, supportive atmosphere be established.

(a) arriving early to the session allows time to arrange the room and prepare the materials.

(b) setting the chairs in a circle or around a table is a comfortable arrangement where people can see each other easily. People have a tendency to sit as far away from the "leader" as possible, so keep the chairs close and add more as needed.

(c) if there are two parent educators, they should sit separately so that parents must sit between them. In this way, the parent educators become members of the group.

(d) greeting each person enthusiastically as they come in makes them feel as important as they are.

(e) Begin with introducing names and warm-up exercises. Warm-up exercises enable parents to see parent educators as less threatening. Examples of warm-up exercises are: go around the group remembering everyone's name; parents pair off and introduce themselves to one another; parents split into groups and find out three things they have in common; playing any fun games to help everyone feel more relaxed.

(f) Establish the ground rules and expectations for the group.

Some Examples May Be: --

1. start the sessions on time;
2. only one person talks at a time;
3. allow people to finish talking;
4. talk from personal experiences rather than general impressions;
5. direct statements to the group, not to the leader.

(g) Large name tags or name tents placed in front of each person helps to make everyone more at ease by being on a first name basis.

* 2. <u>The Strengths of Parents</u> - everyone will come to the group with some strengths that have gotten them through life this far. If they have children, they have found a way to cope. Recognizing these and other abilities are an important part of creating a supportive group atmosphere.

* 3. <u>The Discussion</u> - there are several ways of involving parents in the discussion:

(a) Make clear when setting the rules or expectations that everyone is expected to contribute to the discussion.

(b) Use silence, simply being patient after someone has made a comment, until someone adds to that comment.

(c) Some parents need approval in order to speak. They will raise their hand or look at the parent educator for acknowledgement before saying anything. The parent educator must be aware of this.

(d) Often two people try to speak at the same time. The parent educator must make sure that one person doesn't lose their turn in the ensuing discussion.

(e) As a parent educator, it is important to avoid dominating the discussion. When a question is posed to the parent educator, s/he can turn it around and let the group answer it. When a comment is made to the parent educator, the group can be encouraged to respond to it. When someone is talking, the parent educator can suggest that she direct her words and eye contact to other members of the group.

(f) When asking questions for discussion, the parent educator should avoid asking questions that can be answered by a simple "yes" or "no."

(g) The parent educator can encourage parents to talk by giving positive remarks to their comments. The fact that they have offered their opinion is cause for a positive remark. If there are certain members who are reluctant to participate, the parent educator can encourage them to speak by asking for their opinion.

* 4. Discussion Focus - it is the parent educator's job to keep the group focused on the topic being discussed, the parent educator may gently remind people when they start to stray that the group is still on the first subject and there may be time for the new topic later. The parent educator must be aware of the group focus at all times. S/he should also be able to direct the discussion focus and capitalize on an unplanned topic if s/he decides the parents' interest warrants extended discussion.

5. Bridging Topics - this is important so that no one gets lost when the topics change. Bridging may be as simple as summarizing the discussion and then announcing that the group is moving on to subject "x" or a point that Mrs. "Z" has made. Or, bridging may be as complicated as explaining the relation between the role of the parent (first topic) and discipline (second topic).

6. Self-Disclosure - parents will follow the pattern of sharing that the parent educator sets as the group leader. If the parent educator doesn't share her feelings, thoughts and personal experiences, she can't expect the parents to share with the group. Self-disclosure also helps to close the gap between expert and parent.

7. Value Exchange - the parent educator should encourage members of the group to share their values with each other. It should be remembered that the parent educator's role is to provide information and facilitate an open exchange of values and feelings, not to judge the values.

8. Being Viewed as the "Expert" - a parent educator is sometimes looked upon as the "expert." Both the parent educator and the parents need to realize that there are very few "right" answers. The parent educator need not be afraid to admit to the group that s/he doesn't know the answer to a question. However, s/he should be prepared to give suggestions and alternative solutions instead. Encourage parents to share their opinions or suggestions for solutions to specific problems. It is important to let parents know that these skills and knowledge that have gotten them through life are valuable to the group.

* 9. Enthusiasm - if the parent educator is enthusiastic, the parents will probably follow that example (with a bit of prodding sometimes). It is important to remember that the responsibility for generating interest and enthusiasm about a topic rests with the parent educator.

B. Presenting Information: Very often parents need to know a little about a topic before they can begin to discuss it. A brief presentation (25 - 30 minutes) can help to initiate discussion. It gives parents information that they can question and clarify through personal experiences. Parent educators should keep the following points in mind when planning presentations:

1. Preparation

(a) Lesson plans for each session are crucial in helping the parent educator to think about and be familiar with the topic presented. The parent educator must be familiar with the material in order to conduct an effective session. Consider in a lesson plan:

(i) objectives of the session;
(ii) content to be taught;
(iii) selection of appropriate teaching techniques;
(iv) relating the content to specific parent needs.

(b) It might be prudent to prepare more information than is planned for presentation in a session. It is always useful to have more information ready to rely on rather than not enough prepared. This preparation is in anticipation of either a lagging discussion or extensive questions from parents.

(c) It is important to prepare ahead of time any materials needed for the session, such as audio-visual equipment or craft supplies. Make certain that a film or video tape is set up and ready to go before parents arrive for the session.

(d) It is strongly suggested that the presentation be prepared, including background reading, during the preceding week. Then only a thorough review is needed the day before the group meeting.

2. Techniques. - there are many different techniques that can be used in presenting information:

(a) Discussion: Discussion gives parents an opportunity to integrate knowledge by challenging, clarifying, substantiating, and applying it to real situations. New information can be presented during discussion by either parents or educators. Page 2, Section 3 of this Appendix presents discussion techniques in depth.

(b) Lecture: This is probably the least effective method for imparting information as it is usually boring and overwhelming in the amount of information given. It is best to present a mixture of theory and real-life examples. Specific suggestions, rather than theory, are more easily incorporated by most people. Lectures should be kept short and simple and used in conjunction with other methods.

(c) Team-Teaching: Though more a strategy than a technique, team-teaching is very valuable to educators with minimal experience. Team-teaching requires at least two people plan and lead the parenting sessions. It requires more planning time and cooperation, but allows for each educator to handle the areas in which they feel most competent.

(d) Brainstorming: This technique enables the parent educator to generate ideas from all the group participants. List every idea, without judging whether they are good or bad. Then, when the list is complete and everyone who wants to contribute has had an opportunity to do so, each suggestion is discussed. The group will then judge the soundness of each idea.

(e) Modeling: The parent educator is always being observed and serving as a model for the parents. It is important to be aware of this as the parent educator makes decisions about how to relate to staff, parents and children. A very valuable teaching technique is to demonstrate various ways of interacting with others and allow time for parents to practice and discuss them.

(f) Role Play: Role playing is a technique of acting out a situation as if it were really happening at that moment. It gives parents an opportunity to practice some of the new skills they are learning. The parent educator's role is to encourage (usually through modeling) the parents to really involve themselves in the role they are playing. The final and most important step in role playing is to allow the group to discuss the interactions and verbal exchanges.

(g) Audio-Visual Aids: Audio-visual aids are a similar format to lecture except it usually has colorful pictures to go along with the information. While this increases the possibility that parents will retain this information, it will be more effective if used in conjunction with a technique that allows

parents to become actively involved. The use of audio-visual aids in this manner is encouraged because they are usually informative, entertaining and fit well into the time frame of most group sessions.

3. Using Notes: It is okay and even advisable for the parent educator to check his/her notes from time to time during a discussion or a brief lecture. But, reading from notes gives the appearance of ignorance about the topic. The parent educator should avoid reading from notes. If there has been enough preparation, reading should not be necessary.

4. Introduce the Session: It is important for the parent educator to inform the group of the topic and outline major points at the start of each session. This will help parents stay on the topic and follow the discussion.

5. Summarize the Session: Summarizing frequently during the session helps parents to remember the most important information presented. Summarizing is also a good tool for eliciting questions and further examples, particularly at the end of the session.

6. Homework: If parent educators assign homework, it should be reviewed and discussed at the next session. If the homework is not important enough to discuss, then it's not worth assigning. Parent educators should make sure that they do their homework which is following through on any requests the parents make of them.

Two minor, but still important, responsibilities of the parent educator are presented in Sections C and D:

C. Using Community Resources: No one is expected to have information on every subject, but parent educators are expected to be able to find information requested by the parents. This may mean going to the library, talking with staff people from your own or a different agency, or seeking out information from private organizations. The following items will be helpful in organizing the use of community resources:

1. Resource Materials File:
   Keeping a file of materials that may be of interest to parents is a good way to have information accessible.

2. Community Resource List:
   It is crucial to keep a list of people and places that can or have provided your program with materials, information or speakers for the parent groups. The list should include the name, title, address, telephone numbers and resources available.

3. Resource Persons:
   (a) When having a speaker come to a group session, it is the parent educator's responsibility to see that they get there. The speaker should be called the day before to remind them. When making arrangements, make sure the resource person knows where the meeting is, the date and time, how to get there, who will be there and the agreed topic.
   (b) Even when there is a resource person present, the parent educator is still the leader of the group and is responsible for starting, stopping, keeping order, welcoming parents, arranging the room, encouraging discussion, etc. The resource person should not be expected to do this.
   (c) The resource person should be informed of the plans for that session.

4. Finding Resources:
   Sometimes two or three telephone calls to the same place must be made before locating the resources or persons needed. This demands patience, and persistence. When making community contacts, keep an eye out for any materials that might be relevant to parent or adult education. Appendix B contains a list of community resources used by the Parent Education Expansion Project. There should be comparable organizations and resources in your area.

D. Record Keeping: It is of great importance that the parent educator be conscientious in the keeping of attendance, evaluation of sessions, keeping lesson plans, compiling a resource list and keeping a daily log. The daily log should consist of a day by day account of the parent educator's activities including:

- contacts with parents, staff or community resources;
- meetings;
- telephone conversations;
- self-evaluations of facilitating the group sessions;
- impression of parents (see evaluation section of hand-book, p. 17);
- questions about the program.

The importance of the daily log is realized when monthly or interim reports, staff evaluations, or letters referring to specific actions are written.

RESOURCE ORGANIZATIONS

PARENT EDUCATION EXPANSION PROJECT

Alcohol Aid & Information Bureau
76 W. Adams
Detroit, MI 48226 (869-5728)

American Red Cross
100 E. Mack
Detroit, MI 48201 (833-4440)

Blue Cross & Blue Shield
600 E. Lafayette Ave.
Detroit, MI 48226 (225-9000)

Children's Aid Society
71 W. Warren
Detroit, MI 48201 (875-0020)

Children's Hosp. Poison Control Center
3901 Beaubien
Detroit, MI 48201 (494-5371)

Comprehensive Health & Social Services (C.H.A.S.S.)
6500 John Lodge Expressway
Detroit, MI 48202 (849-3920)

Detroit Bar Association
600 Woodward Avenue
Detroit, MI 48226 (961-3545)

Detroit Dept. of Consumer Affairs
1600 Cadillac Tower Bldg.
Detroit, MI 48226 (224-2689)

Detroit Dept. of Health
1151 Taylor
Detroit, MI 48202 (876-4000)

Detroit Public Library
5201 Woodward Ave.
Detroit, MI 48202 (833-4000)

Dy-Dee Diaper Service
8106 Fullerton
Detroit, MI 48238 (933-0390)

Eastern Michigan University
Contemporary Parenting Program
Ypsilanti, Michigan (487-1849)

Mackenzie Area Prevention Service
7707 W. Chicago
Detroit, MI 48204 (834-4900)

Mich. Ethnic Heritage Study Center
60 E. Farnsworth - Rackham Bldg.
Detroit, MI 48202 (832-7400)

March of Dimes
20100 Greenfield
Detroit, MI 48235 (864-6000)

Mich. Child Care Coord. Council
40 E. Ferry
Detroit, MI 48202 (874-1320)

Michigan Dairy Council
7430 Second Avenue
Detroit, MI 48202 (875-3162)

Mich. Dept. of Public Health
1200 - 6th Avenue
Detroit, MI 48226 (876-4000)

National Bank of Detroit
Woodward at Fort Street
Detroit, MI 48226 (842-2200)

Oakland-Livingston Human Srv. Agency
196 Oakland
Pontiac, MI 48058 (858-5126)

Proctor & Gamble Distr. Co.
512 Parklane Towers
Dearborn, MI (336-2800)

Ross Laboratories (614-227-3333)
Columbus, OHIO

Wayne County Cooperative Extension Service
5455 Wayne Road
Wayne, MI 48184 (721-6550)

Wayne State University
Cass Avenue
Detroit, MI 48202 (577-3611)

APPENDIX C

GUIDELINES FOR ADMINISTERING NEEDS ASSESSMENT SURVEY

This needs assessment form consists of a variety of subjects that may be of interest to parents in general. It was developed to allow parents to give an indication of the topics in which they feel they are interested. It should be helpful in developing curriculum materials based upon the perceived needs of the parents.

Parents have many interests and needs that are not listed on the needs assessment. Consequently, this form should not be used alone. It was designed to be used in conjunction with an assessment from the site staff of the needs of the parents at that site and group discussion, both at the time of the needs assessment and at later dates. Do not limit the scope of your curriculum to the topics on the needs assessment.

It is important to go over the needs assessment form carefully with the group. Some parents may not be willing to admit they need help in reading the form or (and this is usually the case) the topics may need clarification as to what will be specifically covered. Hopefully, this form will help elicit discussion which should be encouraged. By discussion of the topics, you will get a better understanding of the kinds of information parents are wanting and which subjects seem to be of the greatest concern to them.

Feel free to modify this form in any manner (e.g., deleting topics you may not understand or deem inappropriate, adding topics you feel are important, collapsing categories, breaking topics into more specific subtopics, etc.).

We suggest that parents respond either interested (Y) or not interested (N) or semi-interested (X). No topic should be left blank. This will enable you to know if the entire form was completed.

PARENT EDUCATION NEEDS ASSESSMENT SURVEY

On the lines below, please check those areas you are interested in and would like more information about:

A. CHILD DEVELOPMENT

___ 1. General Child Development
___ 2. Infant Development
___ 3. Preschool Child Development
___ 4. Elementary School Age Development
___ 5. Adolescant Development
___ 6. Intellectual Development
___ 7. Physical Development
___ 8. Language Development
___ 9. Socio-emotional Development

B. PARENTING

___ 10. Discipline
___ 11. Activities for Children and Parents
___ 12. Developing Long Range Goals
___ 13. Helping your Child with Differences
- ___ a. race
- ___ b. religion
- ___ c. language
- ___ d. culture
- ___ e. handicapped
- ___ f. other

___ 14. Good Child Care - What Is It? How to Find It.
___ 15. How to Child-Proof your House
___ 16. How to Find Time for Yourself
___ 17. Communicating with your Child(ren)
___ 18. Getting the Most out of Your School System
___ 19. Parenting the Child with Special Needs
___ 20. T.V. and Children
___ 21. Children and Money
___ 22. Parents as Teachers
___ 23. Helping Your Child(ren) Learn About Sexuality

C. FAMILY LIVING

___ 24. Supporting your Child's Educational Goals
___ 25. Single Parents (widowed, divorced, never married)
___ 26. Communication Within the Family
___ 27. Blended Families
___ 28. Three (3) Generations under One Roof
- ___ a. aged parents
- ___ b. teenage parents

___ 29. Financing Education (loans, grants, scholarships)
___ 30. Working Parents
___ 31. Extended Families
___ 32. Understanding the Bridging Years - 15 to 20 (what young people and parents need to know)

D. CONSUMER EDUCATION

___ 33. Children and Youth as Consumers
___ 34. Stretching your Food Dollar
- ___ a. label decoding
- ___ b. using coupons
- ___ c. meal planning

___ 35. Stretching your Clothes Dollar
- ___ a. sewing
- ___ b. knitting
- ___ c. discount shops

___ 36. How to Shop for and use Credit Wisely
___ 37. Managing your Money
___ 38. Dealing with Utilities, Stores, and other Businesses
___ 39. Understanding and using the Legal System
___ 40. Hidden Messages in Advertising

(cont'd.)

D. CONSUMER EDUCATION (cont'd.)

___ 41. Toy and Gift Making
___ 42. Knowing your Rights and Responsibilities as a Tenant
___ 43. The Ins and Outs of Insurance
___ 44. Where to go with Consumer Complaints (state and Local Agencies)
___ 45. Understanding your Public Assistance Rights and Responsibilities
___ 46. Your Rights and Responsibilities as a Medical Consumer
___ 47. Coping with Unemployment

E. ADULT PERSONAL GROWTH AND DEVELOPMENT

___ 48. Stages of Adult Development
___ 49. Values Clarification
___ 50. Assessertiveness Training
- ___ a. learning to say "NO"
- ___ b. talking so that others will listen
- ___ c. how to handle your anger
- ___ d. giving and receiving complaints and criticisms

___ 51. Setting Priorities
___ 52. How to Influence Other People
___ 53. General Education Diploma (G.E.D.)
___ 54. Vocational Training
___ 55. Rights of Women
___ 56. Others _____
___ 57. Driver's Education

F. LEISURE ACTIVITIES

___ 58. Basket Weaving
___ 59. Arts & Crafts Activities
___ 60. Toy & Gift Making
___ 61. Sewing
___ 62. Knitting & Crocheting
___ 63, Rug Hooking
___ 64. Game Playing
___ 65. Macrame
___ 66. Ceramics
___ 67. Exercise Group
___ 68. Reading Club
___ 69. Field Trips
___ 70. Other _____

G. CAREER EDUCATION

___ 71. Where to Look for Jobs
___ 72. Filling out Job Applications
___ 73. Developing a Resume
___ 74. Your Rights and Responsibilities as a Worker
___ 75. Interviewing Techniques
___ 76. How to Survive Unemployment

H. HEALTH

___ 77. Women's Health
- ___ a. birth control
- ___ b. abortion information
- ___ c. Pap Test and breast self-examination

___ 78. Children's Health
- ___ a. taking temperature
- ___ b. immunization
- ___ c. record keeping
- ___ d. childhood diseases
- ___ e. sickle cell
- ___ f. Tay-Sachs
- ___ g. the hyperactive child
- ___ h. Autism
- ___ i. physically handicapped children
- ___ j. emotionally disturbed children

(cont'd.)

PARENT EDUCATION NEEDS ASSESSMENT SURVEY

Page 3 ...

H. HEALTH

(con'td.)

___ 79. High Blood Pressure
___ 80. Dealing with Health Professionals (Doctors,Nurses, etc.)
___ 81. Keeping Health Records
___ 82. Poison Prevention
___ 83. Substance Abuse
  ___ a. alcohol
  ___ b. drugs
___ 84. Child Abuse
  ___ a. sexual
  ___ b. physical

I. GETTING THE MOST OUT OF YOUR COMMUNITY'S RESOURCES

___ 85. School System
  ___ a. The rights of You and Your Child(ren) in the School System
  ___ b. The Responsibilities of You and Your Child(ren) in the School System
  ___ c. Effective Communication Between You and Your Your Child's School Officials
  ___ d. How to monitor Your Child's Progress
  ___ e. What you should know about testing and tracking
  ___ f. Violence in the Schools
  ___ g. Absenteeism
  ___ h. Parents as Primary Educators
___ 86. Political Action
  ___ a. Community Organizations (Block Clubs, etc.)
  ___ b. Neighborhood City Halls and Police Mini-Stations
  ___ c. How to get Action from Your City Government (Dept., City Hall, Common Council, Dept. of Consumer Affairs)
  ___ d. State and Federal Politics around the issues of Children & Families
  ___ e. Voter Registration
  ___ f. How to Establish Effective Communication with Public Officials
___ 87. Social Service Agencies that Serve Children and families
  ___ a. Protective Services
  ___ b. Welfare
  ___ c. Employment Services
  ___ d. Mental Health Services
  ___ e. Emergency Telephone Services
  ___ f. Civil Defense
  ___ g. Services Available in Case of Fire or Weather Disasters
___ 88. Friends,Relatives and Neighbors
  ___ a. Forming Co-ops (Food, Child Care, Transportation, etc.)
  ___ b. Recognizing your Support Systems
  ___ c. Neighborhood Watch Groups
  ___ d. Giving and Getting Help

APPENDIX D

SESSION EVALUATION

1. Did the speaker tell you what you wanted to know about this topic?

_____YES _____NO

2. Rate the overall performance of today's group leader or speaker:

☐ Very Good

☐ Good

☐ Fair

3. In what way did the session help you?

☐ Gave me information about services or organizations

☐ Gave me a skill or way of dealing with family members or others

☐ Gave me a new way of communicating with family members or others

☐ Gave a chance to ask questions and talk about this topic

☐ Other: - Explain

4. Do you think you will talk about this topic with others (Family or Friends)?

_____YES _____NO

5. Before today's session, how interested were you in this topic?

☐ Very Interested

☐ A Little Interested

☐ Not Interested At All

6. Would you like to have more information about this topic in the future?

_____YES _____NO

7. List the three most important things that you learned from today's session:

a. _____

b. _____

c. _____

APPENDIX D

PEEP EVALUATION

QUESTIONNAIRE

SITE NAME: _____

1. Name _____ Tele. # _____
2. Address _____
3. Sex Male/Female ____ ____ Date of Birth _____ Age_____
4. Marital Status: Single_____ Married _____ Divorced_____ Separated_____ Widow _____
5. Number of Children: M_____ F_____; Number of Children (0-1) M___F___; (1-2)M___F___;(3-5)M___F___;(6-9)M___F___; (10-14) M___F___; (15-19) M___F___; 20 and Over: M___F___ If pregnant, expected date of birth:_____
6. Number of Other Dependents: M___F___
7. Circle the Highest grade in school you have completed: 5 6 7 8 9 10 11 12 13 14 15 16 17 and over (Community College or College)
8. What is your relationship to the Head of the Household where you live? Head of Household_____; Spouse_____; Daughter_____; Son _____; Sister _____; Brother _____; Cousin _____; Grandchild _____; Other _____;
9. Are you: Employed_____; Unemployed _____; Seeking Employment _____;
10. Is the Head of the Household: Employed_____; Unemployed_____; Seeking Employment _____;
11. Do you supplement your income by taking care of children? Yes_____; No _____. If yes, how many children do you take care of each day ____? How many children are: 0-1___; 1-2___; 3-5___; 6 plus and over ___;
12. Are you presently an active member of a: Church _____, Block Club _____, Community Organization _____, School Organization (Parent's Group) _____, Community Agency Program _____.
13. How did you learn about the PEEP Program? TV___, RADIO___, NEWS-PAPER___, COMMUNITY NEWS ___, CHURCH ___, COMMUNITY ORGANIZA-TION___, BLOCK CLUB ___, COMMUNITY-BASED AGENCY ___, FRIEND___, LOCAL SCHOOL ___, SOCIAL WORKER ___ OTHER_____.

14. What motivated you to attend your first PEEP MEETING? _____

_____

_____

_____

15. Approximately how many PEEP meetings did you attend? _____

16. What were the three (3) most important things that you wanted to get from the PEEP meetings?

(1) _____

(2) _____

(3) _____

17. What were the three most important things that you <u>did</u> get from attending PEEP meetings?

(1) _____

(2) _____

(3) _____

18. In what ways did the PEEP meetings help you? Please respond as follows: 1 - Very Helpful; 2 - Helpful; 3 - Not Helpful

1. _____ Gave me important information on budgeting.
2. _____ Gave me a new way of communicating with my child and/or other family members.
3. _____ Gave me some good ideas and suggestions of how to be a better parent.
4. _____ Helped me to better understand different birth control methods.
5. _____ Helped me to understand the process of early childhood growth and development.
6. _____ Helped me to understand the causes of stress and hypertension.
7. _____ Gave me some new ideas and information on nutrition and budgeting.
8. _____ Helped me to understand some of the responsibilities of single parenthood.
9. _____ Gave me information and understanding of teenage development.
10. _____ Gave me information about community services and agencies.
11. _____ Gave me some new ideas and suggestions on how to find a job.
12. _____ Helped me to understand infant growth and development.
13. _____ Gave me some good ideas and information on infant stimulation.
14. _____ Helped me to understand some of the issues of the Women's Rights Movement.

15. _____ Gave me some new ideas of how to deal with racism.

16. _____ Helped me to understand the importance of my emotional and physical growth and development.

17. _____ Gave me a chance to ask questions without feeling dumb and uninformed.

18. _____ Gave me information on how to become involved in my child's education (pre-school, Head Start, elementary school, etc.).

19. _____ Gave me information on where and how to get medical, legal and financial advice.

20. _____ Gave me some new ideas on how to discipline my children.

19. Generally, how would you rate the performance of the PEEP leadership?

Very Good_____; Good_____; Fair_____; Poor_____

20. Generally, how would you rate the performance of the consultants and resource persons who presented information to you?

Very Good_____; Good_____, Fair_____; Poor_____

21. Generally, how would you rate the facilities (agency, meeting rooms, etc.) that were provided for the PEEP meetings?

Very Good_____; Good_____; Fair_____; Poor_____

22. Generally, how would you rate the cooperation between the PEEP leadership and the host agency, where the meetings were held?

Very Good_____; Good_____; Fair_____; Poor_____

23. Would you like to have more and/or continued information of the type that was provided by the PEEP program? YES_____ NO_____

24. Do you talk about the PEEP program and some of the things that you learned and/or shared, with your: Friends_____; Parents_____; Relatives_____; Children _____; Spouse_____; Other _____.

25. Are there any suggestions and/or criticisms that you would like to make of the PEEP program?

Suggestions: _____

_____

_____

Criticisms: _____

_____

_____

APPENDIX E

PARENTING EDUCATION REFERENCES

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29. Walter Fields, Project Coordinator
Parent Education Expansion Project
71 E. Ferry
Detroit, Michigan 48202
Implementation Manual
$7.00

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American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
Materials: $45 to $77

SITE -

LESSON PLAN

TOPIC -

Major Points-

Techniques-

Discussion Questions:

1.

2.

3.

4.

Community Resources:

Don't Forget to Summarize the Learnings of the Session!

References Used for the Session:

EDUCATOR'S EVALUATION

Did Topic get Explored to Extent that you Wanted it?

Did the Topic get Changed? Why? To What?

Did you use the Techniques you had planned?

Discussion Questions, -- Were they Effective?

Parent's Question:

Community Resources/Summarization to Parents:

Summary of Educators' Feelings about Sessions:

71 East Ferry
Detroit, Mi. 48202
875-7450 Ext. 254

PEEP BULLETIN

Vol.I,No.2 *The NEWSLETTER of the PARENT EDUCATION EXPANSION PROJECT* June, 1980

CHILDREN BECOMING ADULTS-TEENAGERS

Adolescence, the teenage years, is a period at which parents often shudder. This time, often seen as a time when children are rebellious, is a time when youth need to begin experiencing some control over their lives. Although the testing of parent's limits may be viewed as a way to annoy parents, it is more likely to be a testing of their own abilities as they move toward independence. When an adolescent tests those limits, it may be a sign that they are ready to accept more responsibility for and input in the decisions affecting their behavior. Allow your children to have some input on the rules that they must live by. It will be easier for them to accept those rules and it gives the adolescent a feeling of independence and control over themselves, much like we experience as adults. This doesn't mean, however, that you should abolish ALL RULES and let your children do whatever they please. Parents have rights and responsibilities also. It simply means that the rule you made for the ten (10) year old should be changed a little for the fifteen (15) year old, and that they should be included in deciding how much it should be changed.

Adolescence is a time when the child is trying to establish his own identity separate from their parents. It is now when they need the parents' help and support in making decisions and developing realistic expectations for themselves. Parents can help adolescents grow into adulthood by allowing them to experience some of the responsibility and privileges that they will face as an adult, and by supporting them in their attempts at difficult decision-making when they fail and when they succeed.

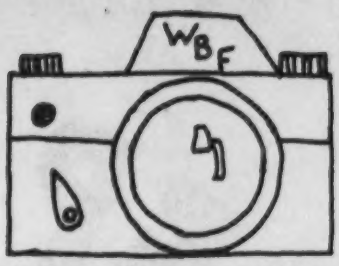
* *

The PARENT EDUCATION EXPANSION PROJECT (PEEP) is an on-going community-based education project designed to provide adults with information to help with the important task of raising children and making better use of community resources.

PEEP is funded by a Grant from the Michigan Department of Education, Adult Extended Learning Services, Title I-A, H.E.A.

* *

News 'N' Notes...



** LOOK AT ME" is a seven (7) part television series for parents. It is aired Fridays at 12:30 p.m. on Channel 56. The series is a look at the special and important relationship between children and parents. Hosted by Phil Donahue, the show uses animation, film and dramatization to explain the unique opportunities parents have for influencing and learning about their children. The series began on May 2nd and every Friday program is re-broadcast at noon on the following Tuesday.

* * * * * * * * * * *

** Did you know that the City of Detroit has a food co-op program? The program is available to everyone. There are no income guidelines. Some of the bargains are: a bag of fruit, 20 to 30 pieces - $3.00; a bag of vegetables, 5 or 6 varieties - $3.00. Members can buy at a 10% discount: beans, rice, sugar, meal, fresh dairy products and meat (beef only). It costs 25¢ to join and you must reorder. For more information on where and how, contact: Rev. Dunell, 6061 Grand River, Detroit, Michigan, 48206 - Telephone: 894-3423.

* * * * * * * * * * *

** The State Senate has begun a toll free "action line" available Monday through Friday from 9:00 a.m. to 5:00 p.m. By calling 1-800-292-5893, citizens can call up with questions, comments, or requests for help and receive speedy attention to their problems.

* * * * * * * * * * *

** A FREE resource publication is now available from the National Network and Youth Advisory Board. The publication is of use to governmental officials and youth program directors and covers issues such as employment, education, juvenile justice, substance (alcohol and drug-related) abuse and child abuse. It has over eighty (80) resources from twenty-five (25) different states. For your copy, send a stamped, self-addressed envelope to: The National Network, P.O. Box 402036, Ocean View Branch, Miami Beach, Florida, 33140.

* * * * * * * * * * *

** The "PEEP BULLETIN" belongs to you. Please send us articles of interest poems, recipes, information about upcoming events, etc., so we can make this Newsletter an expression of your thoughts and ideas. <u>All</u> contributions are welcome. Send to PEEP, The Merrill-Palmer Institute, 71 East Ferry, Detroit, Michigan, 48202, or call: 875-7450, Ext. 254.

* * * * * * * * * * *

** We'd like to say a "Thank You" and acknowledge the four Merrill-Palmer practicum students for their contribution to PEEP. They are: Ms. Linda Lashen - Michelle Lavoie - Lisa McFeaters and Niesje Price.

-Health Tips-

One of the most common complaints about adolescents concerns their poor eating habits. Those habits can be a serious problem if adolescents and their parents aren't careful. The nutritional needs of the body, that is the materials needed for maximum physical growth and development, increases during adolescence. More protein is needed due to the increase in the metabolism rate; more calcium is needed for bone growth and continued teeth formation; Vitamin B should be increased in both boys and girls if there is an increase in physical activities; and Iron intake should be increased for girls, especially after menstruation begins.

Adolescents often don't eat properly for several reasons. They may be concerned with personal appearance and therefore diet often. Sometimes their hectic social activities leave little time for a well-balanced meal. The lack of supervision in the choice of foods can result in a poorly balanced diet. And, many times eating habits are picked up from parents themselves.

HOW CAN PARENTS HELP?

Whatever the reasons for poor nutrition, there are some things that parents can do.

1. Set a good example - don't skip meals then munch on potato chips during 'Monday Night Football' or the 'Jeffersons.'

2. Allow your teenagers to participate in food buying and preparation. (Allow -- not force!)

3. Provide information on why they should eat right. Often this information is on the box.

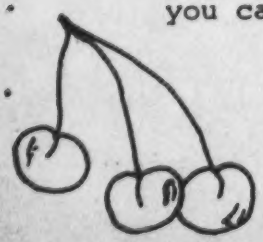
4. Provide regular mealtimes if possible and expect them to eat a well-balanced meal for breakfast, lunch or dinner.

5. Make snacks count! Eating snackfoods like pop, potato chips and cookies is not bad for you -- it's when you eat them INSTEAD of your balanced meal that you put your good health in danger.

Here are some snacks that you and your children can eat and not worry about:

Apples, plums, carrot sticks, oranges, bananas, grapes, peaches, celery, etc.

Homemade cookies with raisins and/or nuts are O.K. for snacks. Following is a recipe for Oatmeal Cookies that you can make:



RECIPE FOR OATMEAL COOKIES:

3/4 cup shortening	1 tsp. vanilla
1 cup brown sugar	3 cups uncooked oatmeal
1/2 cup granulated sugar	1 cup all-purpose flour
1 egg	1 tsp. salt
1/4 cup water	1/4 tsp. baking soda

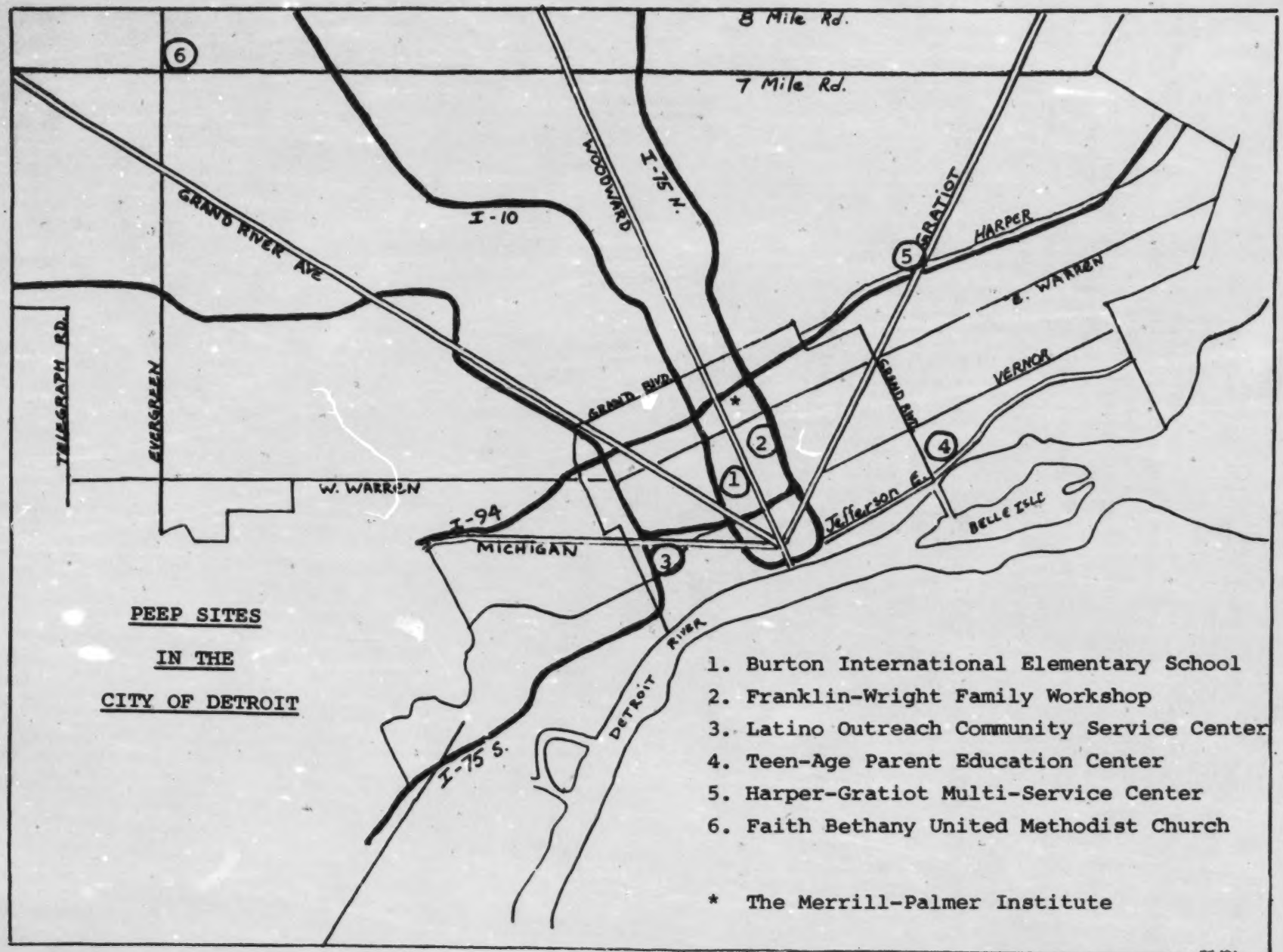
Beat together shortening, sugars, egg, water and vanilla until creamy. Add remaining ingredients and mix well. Drop by rounded teaspoon onto greased cookie sheet. Bake in preheated oven (350°). Makes 5 dozen. For variety, you can add chopped nuts, raisins, chocolate chips or coconut.

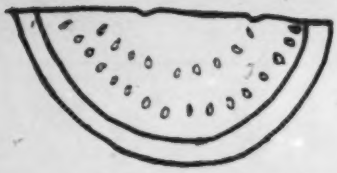
PEEP WORKSHOPS

Parents in Detroit are literally calling out for help and information regarding raising children in this complex society. PEEP is one of the few parenting programs in the metropolitan area that is able to provide groups or community organizations with workshops to meet this need. Many of the topics that we cover in our regular sites are also the most requested for workshops, such as: money management, women and the legal system, activities for teaching young children, single parenting, consumerism and children's health.

Unfortunately, PEEP receives more requests for on-going sessions and workshops all across the city than we can accommodate. We would, however, like to recognize the agencies that have shared the workshop experience with us. They are: The MacKenzie Area Prevention Project; the Highland Park Teen Mother Program and the Parkside Head Start Program. Groups that we are planning workshops for in the future are: Black Family Development Institute; Hamtramck Head Start; United Children and Family Services Head Start and Detroit's Remus/Robinson Middle School.

Groups need not be affiliated with a particular agency or other support system. Any group is eligible for our workshops. If you know of any group that would like information on any aspect of parenting from prenatal care to adolescence, call PEEP at The Merrill-Palmer Institute, 875-7450, Ext. 247.


8 Mile Rd.
7 Mile Rd.
6
WOODWARD
I-75 N.
I-10
GRAND RIVER AVE
TELEGRAPH RD.
EVERGREEN
GRATIOT
HARPER
E. WARREN
VERNOR
GRAND BLVD.
GRAND BLVD.
W. WARREN
I-94
MICHIGAN
Jefferson E.
BELLE ISLE
DETROIT RIVER
I-75 S.
PEEP SITES
IN THE
CITY OF DETROIT
1. Burton International Elementary School
2. Franklin-Wright Family Workshop
3. Latino Outreach Community Service Center
4. Teen-Age Parent Education Center
5. Harper-Gratiot Multi-Service Center
6. Faith Bethany United Methodist Church
* The Merrill-Palmer Institute



HEALTHY CHILD DAY A SUCCESS

On May 21, 1980, in conjunction with National Black Child Development Week, the Parent-Child Development Center and PEEP held the second annual Healthy Child Day. Approximately 110 parents and children participated in the affair which included presentations, displays and some testing in six (6) different health areas. Agencies involved in the morning program included the W.I.C. Feeding Program, the Lead Poison Control Program *, the City of Detroit Hypertension * and Dental Clinics, Children's Hospital Poison Control Center and the Sickle Cell Anemia Mobil Testing Unit * .

In the afternoon, students from the first grade of a neighborhood school (Balch Elementary) participated in a program and demonstration of proper dental care. The children received free tooth brushes at the end of the program. The afternoon session was done by the University of Michigan Association of Black Dental Students.

* Denotes agencies that provided testing services.

* * * * * * * * * * * * * *

Parent Education Expansion Project
The Merrill-Palmer Institute
71 East Ferry
Detroit, Michigan 48202

71 East Ferry
Detroit,MI 48202
872-5888

PEEP BULLETIN

Vol.I,No.3 "The NEWSLETTER of the PARENT EDUCATION EXPANSION PROJECT" Sept. 1980

This is a sad issue for us to put together - it is our last. Because of increasingly tight state budgets in Michigan, we were not funded for a second year.

Since the Parent Education Expansion Project (PEEP) has been in operation only a short time, we could not have met the needs of every organization requesting services, nor could we offer the range of programs and topics to suit everyone. We are disappointed that parents will not have a chance to share with and learn from the PEEP program.

We hope that we were able to provide participating parents with a multidisciplinary view of the role of adults and the problems they may encounter as they function as workers, parents, consumers and family members. If parents who came to PEEP feel just a little more comfortable talking with their children or think twice about what method of discipline they will use with their child, or save some money by using the information we shared with you - if just one parent gained something from PEEP - then it was well worth the effort.

* * *

NEWS 'N' NOTES...

FREE CONSUMERS HANDBOOK

If you think you are paying too high a price at the gasoline pumps, where would you complain? The "Consumer's Resource Handbook," produced by the White House Office of the Special Assistant for Consumer Affairs, has the answer.

This handbook helps you solve almost any consumer problems you will find. For a F R E E copy, send a postcard or letter asking for it to:

Consumer Information Center
Dept. 635H
Pueblo, Colo. 81009

* *

WE HAVE A NEW TELEPHONE NUMBER!!!

872-5888

* *

HELP YOUR BABY BY CRAWLING

Accidents in the home are the leading cause of death to children between the ages of one (1) and fifteen (15) months.

You'd be amazed at the things you will find if you would crawl on your hands and knees to see the world the way your baby sees the world. Looking under the dresser or couch, you may find dust, pins, paper clips, stale food, pencils, or even springs that could poke out a baby's eye.

You can have two (2) F R E E booklets telling you what danger spots to watch out for. Just write to:

Council on Family Health
638 Third Ave.
New York, N.Y. 10017

* *

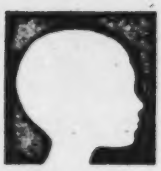
24 HOUR POISON HOTLINE

494-5711

USE IT!!

ATTENTION PARENTS

FREE - CONFERENCE on PARENTING: Call: 872-5888 or 875-7450



THE MERRILL-PALMER INSTITUTE

presents

THE THIRD ANNUAL

ALICIA JOY TECHNER MEMORIAL CONFERENCE

"FAMILIES COMING TOGETHER: MAKING THE CONNECTIONS"

Saturday, October 11, 1980 — 8:30 a.m. to 4:00 p.m.

The Merrill-Palmer Institute, Knapp Building
71 East Ferry, Detroit
NO ADMISSION CHARGE

PROGRAM

8:30 Coffee and Final Registration

9:00 Panel Discussion
Moderator:
MRS. DOROTHY KISPERT, Director, Parent-Child Development Center, Merrill-Palmer Institute

10:30 Simultaneous Workshops
1. "DISCOVERING YOUR STRENGTHS AS A PARENT"
Dr. Robert Handelsman and Dr. Gail Parker
2. "DISCIPLINE: ESTABLISHING BOUNDARIES"
Sally Stinson
3. "MANAGING YOUR SHRINKING DOLLAR"
Marilyn Gunther
4. "PARENTS AND TEENAGERS"
Joan G. Blount and Walter B. Fields

12:00 Lunch Break

1:30 Continuation of Morning Workshops

3:15 Closing Remarks

ABOUT THE CONFERENCE

This conference has been made possible by the many generous contributions from the friends and family of David and Ilene Techner in memory of their beloved daughter, Alicia. It represents their deep commitment to the value of parenting and their concern for improved family life.

REGISTRATION FORM

Reservations are limited to 200 persons. To insure your place at the conference, please return the enclosed form:

Name_____

Address_____

City_____ Zip_____

Phone_____

WORKSHOP PREFERENCE: Please indicate 1st and 2nd choice

_____ **"Discovering Your Strengths as a Parent"**

_____ **"Discipline: Establishing Boundaries"**

_____ **"Managing Your Shrinking Dollar"**

_____ **"Parents and Teenagers"**

Free child care is available at Merrill-Palmer on a very limited basis. Indicate names and ages of children needing this service. (No lunch provided)

Name(s)_____ Ages_____

Registration Deadline: October 4, 1980

Return to Dorothy Kispert, Skillman Building, Merrill-Palmer Institute, 71 E. Ferry, Detroit, Michigan 48202 with self-addressed stamped envelope for confirmation.

For further information call: 875-7450, Ext. 248

NOTE TO PROFESSIONALS: THIS IS A CONFERENCE AIMED TOWARDS PARENTS. WE ASK THAT YOU ATTEND IN THIS CAPACITY. IF YOU ARE REPRESENTING AN AGENCY WE ASK THAT YOU BRING PARENTS WITH YOU.

DON'T EXPECT YOUR CHILD TO BE AN ANGEL

He can't. She can't. Children will naturally do some things sometimes which will bother you.

But children need to be children - not little adults. There are times when we can expect our children to misbehave. When they are sleepy, sick, or fretful they are likely to do things which do not please us.

If we understand that this is normal for our children, it will help us accept them and sympathize with them when they have their problems.

It is often wise to ignore little things, rather than make a big issue over them.

NONE OF US IS PERFECT!!

THE MISBEHAVING CHILD

Often when a child keeps misbehaving, it's because he needs attention. He wants to be noticed. When we think this is happening, we should try to find something good and compliment him.

Sometimes a compliment for something nice, or an extra hug, or a pat on the back will give him the attention he needs.

This may head-off bad behavior.

All behavior has a cause. When a child misbehaves often, he may be saying, "I need somebody to notice me."

This doesn't mean we shouldn't set limits on his behavior. But, if we can see the real cause, we can prevent a lot of behavior problems from happening.

- - - Of course you may be. And when we get tired, we often take it out on those we love most.

But our children don't understand this.

So, we can say to them: "Mommy is tired. I've had a busy day."

"If you play quietly by yourself and let me rest a bit, perhaps I'll feel better soon."

Try this instead of yelling, fussing, and complaining to your little one. We think it will work for you.

ACCEPT YOUR CHILD'S FEELINGS

"I hurted my finger, Daddy." And your child begins to cry.

So you say, "Hush - you're not hurt."

What usually happens then?

Well, the child gets louder and louder and says, "I <u>am</u> too! I hurted it."

Try something different. Accept the fact that your child did, indeed, hurt his finger - even though you know better. It may keep down trouble.

The conversation, then, may go like this:

"I hurted my finger, Daddy." (He starts to cry.)

"Yes. I know it hurts. Come let me see it." (Child stops crying.)

"Daddy, put something on it."

"Okay. We'll wash it in cool water." Or, "I'll kiss it and make it well."

Now, it's all over, and your child got the attention he needed. You didn't have to listen to continual crying and whining, and everyone is happier. This works like "Magic."

Just remember to ACCEPT YOUR CHILD'S FEELINGS without arguing or ridiculing:

"I know how you feel ..."

"Sure you're angry, but ..."

"I know you don't want Daddy to leave."

Try this method. You will have less trouble at home. Your child will be happier... and you will have less trouble!

Food Jokes

by Vita and Min

ADULT EDUCATION CLASSES

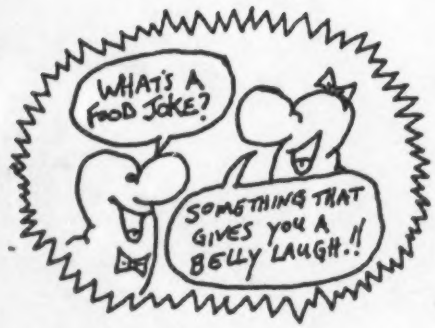
Sponsored by the Detroit Public Schools

Adult Basic Education	Career Training (31 different skills)
Math	Arts & Crafts
Reading	High School Diploma
Writing	Personal Development

EXPLORE! LEARN! JOIN!

ADULTS

you can



CALL 494-1155

RESOURCE ORGANIZATIONS

PARENT EDUCATION EXPANSION PROJECT

Alcohol Aid & Information Bureau
76 W. Adams
Detroit, MI 48226 (869-5728)

American Red Cross
100 E. Mack
Detroit, MI 48201 (833-4440)

Blue Cross & Blue Shield
600 E. Lafayette Ave.
Detroit, MI 48226 (225-9000)

Children's Aid Society
71 W. Warren
Detroit, MI 48201 (875-0020)

Children's Hosp. Poison Control Center
3901 Beaubien
Detroit, MI 48201 (494-5371)

Comprehensive Health & Social Services (C.H.A.S.S.)
6500 John Lodge Expressway
Detroit, MI 48202 (849-3920)

Detroit Bar Association
600 Woodward Avenue
Detroit, MI 48226 (961-3545)

Detroit Dept. of Consumer Affairs
1600 Cadillac Tower Bldg.
Detroit, MI 48226 (224-2689)

Detroit Dept. of Health
1151 Taylor
Detroit, MI 48202 (876-4000)

Detroit Public Library
5201 Woodward Ave.
Detroit, MI 48202 (833-4000)

Dy-Dee Diaper Service
8106 Fullerton
Detroit, MI 48238 (933-0390)

Eastern Michigan University
Contemporary Parenting Program
Ypsilanti, Michigan (487-1849)

Mackenzie Area Prevention Service
7707 W. Chicago
Detroit, MI 48204 (834-4900)

Mich. Ethnic Heritage Study Center
60 E. Farnsworth - Rackham Bldg.
Detroit, MI 48202 (832-7400)

March of Dimes
20100 Greenfield
Detroit, MI 48235 (864-6000)

Mich. Child Care Coord. Council
40 E. Ferry
Detroit, MI 48202 (874-1320)

Michigan Dairy Council
7430 Second Avenue
Detroit, MI 48202 (875-3162)

Mich. Dept. of Public Health
1200 - 6th Avenue
Detroit, MI 48226 (876-4000)

National Bank of Detroit
Woodward at Fort Street
Detroit, MI 48226 (842-2200)

Oakland-Livingston Human Srv. Agency
196 Oakland
Pontiac, MI 48058 (858-5126)

Proctor & Gamble Distr. Co.
512 Parklane Towers
Dearborn, MI (336-2800)

Ross Laboratories (614-227-3333)
Columbus, OHIO

Wayne County Cooperative Extension Service
5455 Wayne Road
Wayne, MI 48184 (721-6550)

Wayne State University
Cass Avenue
Detroit, MI 48202 (577-3611)

Parent Education Expansion Project
The Merrill-Palmer Institute
71 E. Ferry
Detroit, MI 48202

PEEP MATERIALS AVAILABLE

The Parent Education Expansion Project is now offering materials developed from the PEEP experience. We have a "Project Manual" designed for allowing organizations to mount a community-based parent education project. The Manual will take them through the process of recruitment, funding, curriculum development, staffing, finding community resources, etc. Along with the "Project Manual" we have produced eight (8) course outlines of the topics that were of the most interest to PEEP parents. These will be available to parents and community organizations at the end of September, FREE OF CHARGE, but h - u - r - r - y, supplies are limited.

Call: 872-5888

SEPTEMBER is Black Reading Month

Come to the Book Fair: Dexter-Elmhurst Center -- 11825 Dexter

Fri. Sept. 26	Sat. Sept. 27
10:00 a.m.- 6:00 p.m.	10:00 a.m.- 4:00 p.m.
Books, Displays, Lunch and Children's Activities throughout the day.	Displays, Films, Speakers ... Naomi Madgett Haki Madhubuti:(Don L. Lee)

F R E E

For more information call: 345-6391 or 931-3427

EXHIBIT G

DO YOU WANT TO BE A

GREAT MOM OR DAD

- WANT TO KNOW IF YOU'RE AN O.K. PARENT?
  (You May Be Better Than You Think)
- WOULD YOU LIKE YOUR FAMILY TO LISTEN TO YOU?
- LEARN WHAT TO EXPECT FROM YOUR CHILD AS HE/SHE GROWS
- NEED HELP COPING?
- OR JUST WANT TO LEARN MORE ABOUT BEING A BETTER PARENT?

COME TO PARENT EDUCATION SESSIONS

WHERE: Burton Elementary School ... Cass & Peterboro

WHEN: Every Other Friday Morning 9:30 a.m. to 12:00 noon
Starting: February 8th, 1980

COST: FREE - to parents of any age and soon to be parents
(Bring the Children - Child Care Provided)

For More Information Call:

George McMahon at 832-4696
or
Walter Fields at 875-7450 (ext. 304)

Sponsored By: The Merrill-Palmer Institute ... and ...
Burton International Elementary School

EXHIBIT G

Solo Juntos Podemos Lograrlo
LA IDEA BASICA
Cómo ser un mejor Padre o Madre de familia
¿QUÉ PUEDE Ud. ESPERAR DE SUS NIÑOS SEGÚN VAN CRECIENDO?
¿Quisieran que sus hijos les escucharn?
Cómo enfrentar la situación!
¿Quiere saber si Ud. Es un buen padre?

UN AMIGO ES ALGUIEN EN QUIEN PODEMOS CONFIAR, Y NOSOTROS LO SOMOS, AQUI EN LA AGENCIA DE LATINO OUTREACH , APOYANDO Y AYUDANDO EN LA EDUCACION DE SUS HIJOS, DESDE LA INFANCIA HASTA LA ADOLESCENCIA.

DONDE: LATINO OUTREACH AGENCY 2301-16TH ST
HORARIO: DE 1:00 P.M. a 3:00P.M.
CUANDO: CADA SEGUNDO Y CUARTO VIERNES DEL MES

EL COSTO ES GRATUITO, PARA TODOS AQUELLOS PADRES DE FAMILIA Y TAMBIEN FUTUROS PADRES

ADEMAS SE OFRECE TRANSPORTACION GRATIS LLAMANDO A ESTE No 237-0580
Y CUIDADO DE NIÑOS COMPLETAMENTE GRATIS

ESTAS CLASES EDUCATIVAS PARA LOS PADRES SON AUSPICIADAS POR EL INSTITUTO MERRILL-PALMER Y LATINO OUTREACH OFFICE.

EXHIBIT G

Do You Want To Be a GREAT MOM or DAD?

Want to know if you're an O.K. Parent?
(You may be better than you think!)

Would you like your family to listen to you?

Learn what to expect from your child as he/she grows?

Need help coping?

Or just want to learn more about being a better parent?

COME TO THE PARENT EDUCATION SESSIONS

WHERE: Harper-Gratiot Multi Service Center
9641 Harper (second floor)

WHEN: First & Third Wednesday of each month.
12:30 p.m.-3:00 p.m.

COST: Free to Parents of children 17 years of age or under and soon-to-be parents.

For More Information Contact:

TOMMIE SCOTT or SUSIE CANNELL at the Harper-Gratiot Multi-Service Center, phone 923-5050

SPONSORED BY: THE MERRILL-PALMER INSTITUTE...AND...
THE HARPER-GRATIOT MULTI-SERVICE CENTER

EXHIBIT G

THE TEEN-AGE PARENT EDUCATION CENTER

(T.A.P.E.C.)

OF THE

REGION 8 BOARD OF EDUCATION

IS NOW ACCEPTING APPLICATIONS
FOR THE 1979-80 SCHOOL YEAR.

* * * * *

ACADEMIC STUDIES

THIS PROGRAM IS DESIGNED FOR PREGNANT GIRLS
WHO ARE PRESENTLY ENROLLED
IN A REGION 8 MIDDLE OR SENIOR HIGH SCHOOL.

BREAKFAST

* * * * *

PARENTING SKILLS

LUNCH

STUDENTS MUST REGISTER IN PERSON

FIELD TRIPS

WITH A PARENT OR GUARDIAN AT:

T.A.P.E.C.

WORKSHOPS

1100 SHERIDAN AT AGNES

DETROIT, MICHIGAN 48214

DURING THE HOURS OF

SPEAKERS

8:30 A.M - 2:30 P.M

FOR FURTHER INFORMATION,
PLEASE CONTACT:
DR. VIRGINIA LLOYD,
(TEACHER COORDINATOR)

PHONE 925-1665

*KEEP YOUR FACE TOWARD THE SUNSHINE
AND THE SHADOWS WILL REMAIN BEHIND.*

PLACE: (PLEASE PRINT)

APPENDIX H

DATE: _____

	NAME	ADDRESS		TELEPHONE